

KDE Consolidated Monitoring Report

District:	Estill County
Date(s) of Visit:	May 15, 2015 - May 16, 2016
Team Leads:	
Title I: Christina Benassi	Title I: Sharma Aitken
Title II: Audry Proctor	Title III: Gary Martin
Program Reviews: Rebecca Atkin-Stumbo	IDEA: Laura McCullough
Gifted and Talented: Kathie Anderson	Career and Technical Education: Karla Tipton
Preschool: Annie Rooney-French	Alternative Programs: Sherri Clusky
Professional Growth and Effectiveness System (PGES): Jeff Coles	

Highlight of Effective Practice 1

Programs Addressed	Alternative Programs		Title III		Career and Technical Education	
	IDEA		Title I		Title II	
Preschool	X	Professional Growth and Effectiveness System (PGES)		Program Reviews		Gifted and Talented

Adequate/scheduled break times for preschool staff

The district and Head Start collaboratively have ensured that teachers and assistants have adequate breaks by hiring 2 additional assistants to cover the classrooms during break times.

Highlight of Effective Practice 2

Programs Addressed	Alternative Programs		Title III		Career and Technical Education	
	IDEA		Title I		Title II	
Preschool	X	Professional Growth and Effectiveness System (PGES)		Program Reviews		Gifted and Talented

Head Start Collaboration with Preschool

The preschool coordinator/principal provides strong leadership and good organizational skills in providing a welcoming atmosphere in the school. Both the state-funded preschool regulations are met as well as the Head Start requirements, whichever one is higher. In looking at the classrooms, there is no apparent difference between the services for children whether they are Head Start or preschool funded.

Common Issue 1

Programs Addressed	Alternative Programs		Title III		Career and Technical Education	
	IDEA		Title I		Title II	X
Preschool		Professional Growth and Effectiveness System (PGES)		Program Reviews	X	Gifted and Talented
Common Issue						
Ineffective Communication There is a lack of systemic communication between the school and the district and the district and the school. There is not a common understanding of expectations. A lack of these processes may lead to lower student achievement.						
Common Solution(s)/Reccomendation(s)						
We recommend that the district creates and implements a systemic communication plan in writing so that all staff in the district and schools have a common understanding of the goals and objectives which will lead to continuous improvement.						

Final Overview

Estill County Schools effectively engages students in learning, maintains positive student teacher relationships, evidences a culture of respect and support for students, teaches advanced academic vocabulary, plans for the individual special or unique needs of students, and engages students in their own formative assessment and progress monitoring. The teachers also use a variety of technology to offer differentiation and celebrates student progress towards goals which represent incremental success. The district recognizes that there are several areas of concerns and discussed plans for improvement that will be implemented in the 2015-2016 school year. We are excited to see how Estill County will further develop students in the 2015-2016 school year. We encourage the district to continue to work with other programs and collaborate with the finance director. This cooperation and willingness to make changes when needed will further enhance your district and students.